Idaho Migrant Education Program

Priority for Services

Title I-C Sec 304 (d) of ESEA defines priority for services as follows:

*The statutory priority to **FIRST** serve children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards; **AND** whose education has been interrupted during the regular school year.*

To receive priority for services, migrant students must meet at least one area in A AND B. See explanations below.

A

1. Migrant students whose English proficiency is at the following levels as indicated by the Idaho English Language Assessment (IELA) are at risk of failing to meet the State's academic content standards:

- Level 1   Beginning
- Level 2   Advanced Beginning
- Level 3   Intermediate

2. Migrant students receiving the indicated scores on at least one of the State content assessments below are failing or "at-risk" of failing to meet the State's academic content standards:

State Assessment	Grade Level Administered	Failing or "at-risk" score
Idaho Reading Indicator (IRI)	Grades K, 1, 2, 3	2—Strategic 1—Intensive
Idaho Standard Achievement Test (ISAT)	Grades 3 – 10	Basic or Below Basic in Reading, Math, or Lang Usage
Direct Writing Assessment (DWA)	Grades 5, 7, 9	Basic (2)—below standards Below Basic (1)—significantly below standards
Direct Math Assessment (DMA)	Grades 4, 6, 8	Basic (2)—below standards Below Basic (1)—significantly below standards

B: Migrant students who had the following interruption in education should receive Migrant services FIRST:

- A move during the regular school year defined as the period from the first day of the academic calendar to the last day of the academic calendar of a specified academic year
- A move during the last 12 months
- Excessive absence from school due to a migratory lifestyle